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U.S. Savings Bonds
Division

How to manage your
school savings program

[Washington]

[1949]

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TO MANAGE YOUR SCHOOL SAVINGS PROGRAM



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EDUCATION SECTION
U. S. SAVINGS BONDS DIVISION
TREASURY DEPARTMENT
WASHINGTON 25, D. C.



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SCHOOL SAVINGS MEANS SHARING AMERICA

A United States Savings Bond is more than an investment; it is a share in America. Like the casting of a ballot, the purchase of a Bond is the exercise of a right, the enjoyment of a privilege, and the performance of a duty. It gives the individual a true citizen's share in maintaining a strong national economy, and in preserving the American way of life.

HOW TO MANAGE YOUR SCHOOL SAVINGS PROGRAM



OCT 11 1956
G.L.S.

The School Savings Program is a TEACHING as well as a SAVING Program. Integrated with regular curricular subjects, School Savings is a means of teaching students to handle their money wisely. They learn at school to become financially secure citizens, equipped to take responsible places in their homes, their communities, and the nation.

The School Savings Program helps teachers promote understanding of the national and personal reasons for saving, and gives students the opportunity to save regularly at school for the purchase of United States Savings Stamps and Bonds.

The School Savings Program . . .

TEACHES boys and girls to save . . .

The opportunity to buy United States Savings Stamps and Bonds each week at school on STAMP DAY makes saving easy and habitual.

TEACHES skills and understandings . . .

Arithmetic, budgeting, social studies, and many other subjects are enriched through the practical skills and understandings developed by the School Savings Program.

TEACHES responsibility, cooperation, leadership . . .

Students manage their own STAMP DAY: collect the money and Stamp orders; keep accurate records; deliver Stamps to student-buyers; develop social capacities and concern for the common good.

TEACHES citizenship . . .

Facts about government finance, the national debt, the Treasury Department, are easily integrated into regular classroom subjects with the help of the teaching aids prepared for the School Savings Program.

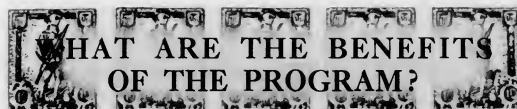


The School Savings Program is sponsored by the United States Treasury Department, and endorsed by the country's leading educators.

These educators and hundreds of other school administrators and teachers endorse and promote the School Savings Program because it teaches children, certain things better than they would otherwise learn them. Self-reliance, thrift, and foresight thrive in the soil of continuous practice in money management. Linked to the purchase of United States Savings Stamps and Bonds, these are character traits that strengthen the school-age citizen's growing awareness of his own responsibility for the affairs of the Nation.

NATIONAL ADVISORY COMMITTEE ON SCHOOL SAVINGS

A. C. Flora, Superintendent of Schools, Columbia, S. C. (Chairman).
 Edward Alvey, Jr., Dean, Mary Washington College, Fredericksburg, Va.
 James E. Bauserman, Supervisor of Elementary Schools, Fairfax County, Va.
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 Cyrus L. Burnett, United States Post Office Department.
 Hugh Butler, Principal, Middletown High School, Middletown, Ohio.
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 Alton Thomas, Student Council, Lane High School, Charlottesville, Va.
 Mrs. Pearl Wanamaker, State Superintendent of Public Instruction, Washington,



A rapid survey of community resources will show that the approval and practical assistance needed to launch and sustain a vigorous School Savings Program are close at hand. Parents are eager to help because they so quickly recognize the benefits the Program can give their own and other children—an appreciation of money values, a better understanding of government, and the habit of self-reliance. Parents are overwhelmingly in favor of schools selling Savings Stamps to children. No aspect of the Bond program has more universal appeal than School Savings. This attitude is the same in cities and on farms. Civic organizations are quick to grasp the importance of teaching wise money management to future citizens plus the value to their community of a backlog of purchasing power which these young investors will hold in reserve. Everyone will benefit from the improvement in school-community relations that inevitably results when teachers, pupils, parents, and civic organizations work together toward an accepted goal.

A TOOL FOR TEACHERS

Pupils Manage Stamp Savings

Savings stamp sales in Wightman School have increased considerably in the past month since students have taken over the business transactions themselves.

The new program gives the students practical experience in arithmetic and teaches them to invest their money for the future to benefit themselves and their country.

Orders for U. S. Savings Stamps are taken alternately each week by sixth grade boys and girls. The transactions are recorded on buyer's cards. Teachers check the money and cards. Students promote sales by making announcements in each room on the day preceding the sale.

Pittsburgh (Pa.) Sun-Telegraph
 May 23, 1948

The learning situations and activities implicit in School Savings help students to help themselves—the aim of all education. Skills developed in the School Savings Program vary with the degree to which students are given responsibility for the management of the Program. Very young pupils become skilled in counting money, making change, and keeping accurate records of Stamp and Bond purchases. Older students learn banking practices, budgeting, making and interpreting charts and graphs.

Students develop new understandings and appreciations as they learn to manage their own money so as to include regular savings. The scope of these basic attitudes broadens naturally to take in the relation between personal and national security. Stu-



dents also gain understanding of some of the principles of democratic government, and the meaning of a people's program of government financing.

At all grade levels, these objectives are reached through lessons in arithmetic, budgeting, consumer education, citizenship, social studies, business education, and home economics.

Whether a teacher uses the study-unit plan or the textbook method, the following suggested activities can enrich the content of classroom exercises by making use of the student's personal experience.

SUGGESTED ACTIVITIES

Mathematics.—Varying according to grade levels, lessons can include practice in such activities as:



- Making change and handling money.
- Developing a sense of responsibility in relation to money.
- Keeping records, using receipts.
- Budgeting and keeping personal accounts.
- Making and interpreting graphs and charts.
- Studying investments, kinds of bonds, security

guarantee, registration, interest, and banking procedures.

Social Studies.—When related to the School Savings Program, the social studies period will develop a better understanding of:

- Government financing.
- Relation between personal saving and social security provisions.
- A citizen's responsibility to share his Government obligations.
- Voluntary savings as a democratic practice.

Home Economics.—Units for high school may include discussion and practice in:

- Budgeting and consumer problems.
- Savings for a home, marriage, business.
- Savings for cash purchase versus installment buying.
- Banking practices.
- Taking care of money and securities.
- Conservation of clothing, food, materials, fuel, and household equipment.

Art Classes.—The teaching of thrift may also be brought into art classes, by the simple device of assigning art projects which will furnish materials for furthering the savings program. In creating posters, exhibits, booths, and other aids to a successful promotion program, the students will both study and practice School Savings and absorb the many reasons for thrift and saving. The cooperation of art classes has in many schools been a most important factor in the introduction of a planned savings program, and a valuable means of sustaining interest in its healthy continuation.



Vocational Guidance.—Guidance counselors recognize the value of students knowing:

- How to handle pay checks.
- How to budget their earnings.
- Why it is advantageous to the individual to save.
- The need of funds to meet the cost of college, vocational training, and starting in business.
- How to keep accounts.
- How the Payroll Savings Plan works.

Citizenship.—Education for citizenship is one of the great objectives of the modern school. However, the school-age citizen has few opportunities to participate in the government of his community, State, or Nation. For the most part he learns that he should participate without any opportunity to do so.

During the last World War, hundreds of thousands of boys and girls served their country actively in School Savings and other Government programs. They demonstrated to themselves and their community their importance as citizens, and they showed a real sense of responsibility to the Nation. These are steps to maturity which are well worth the continuing efforts of educators and Government working together in partnership. The continuing School Savings Program can strengthen these attitudes and confer their benefits on successive generations of new citizens.

"The work experiences and the attendant responsibilities the pupils must learn to assume when they are given the chance to direct and run the program themselves are of great value."

JOHN S. HUGHES,
Director of Guidance, State Department of Education, Augusta, Maine.

HOW DO WE BEGIN OUR SCHOOL SAVINGS PROGRAM?

A good School Savings Program is not only operated for students but operated by them. The simple elements are to select a faculty adviser who will supervise the student activity and to make arrangements for handling the Savings Stamps

STUDENT MANAGEMENT INCREASES PARTICIPATION

In connection with their study of thrift, savings, and investment, the Junior Business Training Class at Lisbon High School, Lisbon, N. H., took over sales, advertising, and reports of the School Savings Program. "They were so reluctant to give the job back to the seniors that they have been allowed to keep it for a time," writes Agnes E. Harrigan, Supervisor of Savings Stamp and Bond Sales. "Their own class participation has reached 100 percent now," she continued, "and last week four classes achieved 100 percent. In the other two classes the percentages were doubled and tripled.

Miss Harrigan thinks it significant that "the greatest enthusiasm is shown by those who conduct the School Savings Program."

FEBRUARY 1948.

GETTING STARTED

When students carry on the activities of their own School Savings Program they make consistently good progress, not only toward personal savings goals, but also in developing new skills and attitudes. Experience has shown beyond doubt that boys and girls are well able to carry on School Savings accurately and responsibly. Once the Program is an established routine, teachers need only check the final records each week.

The best way to draw students into the activities of School Savings from its very beginning is to set up a School Savings Committee composed entirely of students. The Savings Committee plans regular Stamp Day sales as well as the promotion and publicity which add materially to the success of the Program. School Savings Committees may be set up in various ways, but procedures that have proven successful are:

Elementary School.—Arithmetic classes take charge of the School Savings Program. In addition, each home room appoints or elects its own representative.

High School.—The Student Council sets up a School Savings Committee, or



the commercial department assumes responsibility for the entire Program.

These plans can be varied in many ways, but in any adaptation the amount of time a faculty adviser spends with the Committee should be kept to a minimum

WHAT THE SCHOOL SAVINGS COMMITTEE DOES

The School Savings Committee decides which day of the week shall be Stamp Day and arranges for rotation of personnel to handle money and Stamps. In short, the Committee sets up the organization and, by election or appointment, fills the various working positions.

STAMP DAY

Stamp Day once a week is the foundation of the School Savings Program. It provides the regularity without which most personal savings plans are doomed to failure. In addition, it encourages all the pupils to save because children, like their elders, like to do what others in their group are doing. As a result, many children begin to save years earlier than they would if their school did not encourage it through a School Savings Program.



EQUIPMENT NEEDED

The equipment needed for Stamp Day is readily available in any school. A table or desk, a box for cash and Stamps, a record book are all that is necessary to get started. As interest grows, the students themselves often build Stamp booths decorated with colored bunting and Savings Bond posters. Supplies of Stamp albums and Bond application blanks are obtainable from the nearest post office.

"Thrift is a definite part of our American philosophy just as self-discipline is necessary in our democratic way of life."

N. EUGENE SCHOEMAKER,
President, Pennsylvania State Education Association.



Schools handle Stamp Day sales in different ways with equal success. Details are worked out by each school, but all follow some combination of the following:

Stamp supply.—Savings Stamps and Stamp albums to keep them in can be obtained from post offices, rural mail carriers, and many banks.

Revolving fund.—If the school has no readily available fund that can be used for the purchase of an initial stock of Stamps, usually some civic organization or public-spirited citizens interested in the training of young people will be willing to lend money for a revolving fund.

Selling the Stamps.—There are two general methods of selling Stamps. The Student Committee will need to decide which will produce the best results in their school.

(a) Home room orders for Stamps and Bonds. A typical procedure is as follows:

During the home-room period, or preferably during the arithmetic or some other appropriate lesson, student representatives take individual orders and the money for Stamps. (In this method, no revolving fund is necessary.)

On a previously prepared order form the representatives note the purchaser's name, the amount received, and the number and denomination of Stamps desired. (Students can create their own order forms.)

After all orders have been taken the total cash is checked against the sum of the column of "amounts received" and against the total number of Stamps ordered.

The order form and cash are then taken to a central place where the whole Committee, or cashiers who may be chosen in rotation from the school at large, make up an order for the whole school, obtain the Stamps, and send them back to the home-room representatives together with the original order form.

Distribution of Stamps in the home room takes only a few more minutes just before the close of school. The original order form can serve as a record of student participation, and total dollar sales if desired.

A supply of application blanks for Bonds should be obtained from the post office or bank and kept on hand for students who have filled their Stamp albums and are ready to convert the Stamps into Bonds.

(b) Sales at a Stamp booth. This is where the revolving funds come in, so that there will be a stock of Stamps of various denominations on hand when the Program begins. Any spare table decorated simply with bunting, a Bond poster or two, and appropriate signs—"Get Your Savings Stamps and Bonds Here"—can serve as the booth. In some schools the manual arts classes have designed and built attractive booths. Regardless of design, it is important to place the booth at some point easily accessible to all the students.



Two representatives from the central Committee or from the school at large can be selected to "man" the booth during the sales periods for a week, 2 weeks, or a month, to be succeeded by others so that many will acquire the experience.

It will be necessary to make a rough estimate of the number and denominations of Stamps required for the initial periods of sale.

At the end of each sales period, the booth salesmen should check the cash received and the unsold Stamps to see if the total equals the value of the Stamps on hand at the beginning.

REGULARITY THE KEY TO SUCCESS

It is not the size of savings that counts, but the regularity. Many children who might not otherwise save at all find it possible to save through United States Savings Stamps because the denominations begin at 10 cents. The pupil who begins with 10 or 25 cents every week in the first grade is likely to save more as he progresses and has more to save. While no great sum can be accumulated by saving only 10 or 25 cents a week, even for a long time, the important thing is that regular savings, no matter how small, establish the habit of thrift and give the saver a chance to experience its benefits at first hand, and early in life.

SAFEGUARDS

Taking care of the money, Stamps, and Bonds they handle is an important part of the practical experience students acquire in School Savings. Here are a few suggestions for assuring ease and accuracy of operation, and to protect students, teachers, and the school against loss:

The Faculty Adviser should make a final check of records at the close of each Stamp sales period to verify their accuracy.

Schools where large amounts of money are kept overnight may protect themselves against loss through an insurance policy which covers money and securities from any source while the school's responsibility, either on or off the premises.

Many local banks will send a bonded messenger to pick up orders and money at schools in their area and deliver Stamps and Bonds to the schools.

Rural mail carriers are authorized to deliver Stamps and Bonds to schools on RFD routes.

Care should be taken at all times to protect the poorer pupils against unkind social pressure that might develop through competition for dollar sales records. The goal of a successful School Savings Program is the greatest possible student participation rather than dollar totals.





The School Savings Program got under way in 1941-42 as an important part of the Treasury's War Finance program. Throughout the length and breadth of the land, millions of school children bought Stamps and War Bonds to help the Government pay for jeeps and airplanes and hospital equipment.

With the close of hostilities, the Treasury agreed to continue the program on a peacetime basis, in response to a resolution presented to the Secretary by a group of the Nation's leading educators. "The Treasury Department welcomes the opportunity of helping schools continue in peacetime the educational advantages of their wartime Bond and Stamp Program," the Secretary announced.

The Treasury helps schools carry on this very important program for thrift, security, and good citizenship by making available a number of teaching aids which may be procured free for the asking from State Savings Bond Offices, or from the Education Section, U. S. Savings Bonds Division, Washington 25, D. C.

SCHOOL SAVINGS JOURNAL FOR CLASSROOM TEACHERS

A 16-page magazine published semiannually, at the beginning of each semester. Copies are mailed to schools desiring them, on the basis of one copy per teacher. The JOURNAL presents articles, news, stories, teaching aids and usually a poster for aiding the Savings Program in the classroom.

TEACHING AIDS

Lessons in Arithmetic Through School Savings, for elementary grades.
Teaching Mathematics Through School Savings, for grades 7-9.
Budgeting Through School Savings, for grades 6-12.
School Savings in the Social Studies, for grades 4-12.

OTHER HELPS

Stamp Day Reminder Card to be hung up in classrooms to remind students to bring their money for Stamp Day.
School Savings Poster.
Classroom Certificate for classrooms having a School Savings Program.
High-School Clip-sheet, distributed to editors or faculty advisers of high-school papers. Five issues, September-June.
Plays and Program Material.



The highlight facts about United States Savings Stamps and Bonds are summarized below. For more technical information about Savings Bonds, consult the official Treasury circulars at banks, post offices and other Bond issuing agencies.

DENOMINATIONS

United States Savings Stamps are issued in the following denominations: 10¢, 25¢, 50¢, \$1, and \$5.

Series E Savings Bonds are issued in the following denominations:

<i>Issue Price</i>	<i>Value at Maturity</i>
\$18.75	\$25.00
37.50	50.00
75.00	100.00
150.00	200.00
375.00	500.00
750.00	1,000.00

SAFETY

Since Savings Stamps, like currency, cannot be replaced if lost or stolen, the experience children gain in safeguarding their Stamps will strengthen the training they receive in caring for their books, coats, and other personal possessions.

Savings Bonds are registered; the serial numbers and the names of the owners are kept on record by the Treasury Department. If a Savings Bond becomes mutilated, lost, destroyed, or stolen, the owner should immediately communicate with the Division of Loans and Currency, Merchandise Mart, Chicago 54, Ill. That Division will arrange for the issuance of a duplicate Bond, bearing the same issue date as the original. For their own protection, and to facilitate the issuance of substitute Bonds, owners should keep a record of their Bonds by amount, date, and serial number, in a separate place from the Bonds themselves.

INTEREST

Savings Stamps do not earn interest, hence it is to the advantage of Stamp purchasers to accumulate the full purchase price of a Bond as rapidly as possible.

Series E Savings Bonds earn 2.9 percent interest, compounded semiannually, when held to maturity (10 years). Earnings for shorter periods of time are shown in the redemption table printed on each Bond.



The United States Savings Bonds office for your State stands ready at all times to help your school inaugurate a School Savings Program or to expand one already in operation. The State Bond offices will send you a sample kit of materials, or bulk supplies of any selection needed. Teachers may feel free at any time to seek State Bond office aid in solving special School Savings problems, securing Bond speakers and publicity, etc. Following are the addresses of these offices:

STATE SAVINGS BONDS OFFICES

ALABAMA, Comer Building, Birmingham 3.
 ARIZONA, New Post Office Building, Phoenix.
 ARKANSAS, Old Post Office Building, Little Rock.
 CALIFORNIA (Northern), 821 Market St., San Francisco 3.
 CALIFORNIA (Southern), 117 West Ninth Street, Los Angeles 15.
 COLORADO, Equitable Building, Seventeenth and Stout Streets, Denver 2.
 CONNECTICUT, Federal Building, 135 High Street, Hartford 1.
 DELAWARE, Old Customs House, Sixth and King Streets, Wilmington 2A.
 DISTRICT OF COLUMBIA, Washington Building, Washington 5.
 FLORIDA, 409 East Cass Street, Tampa 1.
 GEORGIA, C&S National Bank Building, Atlanta 3.
 IDAHO, Idaho First National Bank Building, Boise.
 ILLINOIS, 105 West Adams Street, Chicago 3.
 INDIANA, 309 West Washington Street, Indianapolis 4.
 IOWA, Old Federal Building, Des Moines 8.
 KANSAS, Federal Building, Topeka.
 KENTUCKY, Federal Building, Louisville 1.
 LOUISIANA, P. O. Box 83, New Orleans.
 MAINE, 76 Pearl Street, Portland 3.
 MARYLAND, Maryland Trust Building, Baltimore 2.
 MASSACHUSETTS, 79 Milk Street, Boston 9.
 MICHIGAN, United Artists Building, Detroit 26.
 MINNESOTA, Northwestern Bank Building, Minneapolis 2.
 MISSISSIPPI, P. O. Box 747, Jackson.
 MISSOURI, Post Office Building, Jefferson City.
 MONTANA, Union Bank Building, Helena.
 NEBRASKA, Kilpatrick Building, Omaha 2.
 NEVADA, 150 North Center Street, Reno.
 NEW HAMPSHIRE, 875 Elm Street, Manchester.
 NEW JERSEY, 972 Broad Street, Newark 2.
 NEW MEXICO, Federal Building, Albuquerque.
 NEW YORK, 253 Broadway, New York 7.
 NORTH CAROLINA, P. O. Box G-2, Greensboro.
 NORTH DAKOTA, 108½ First Street East, Jamestown.
 OHIO, 57 East Gay Street, Columbus 15.

OKLAHOMA, Third and Harvey Streets, Oklahoma City 2.
 OREGON, 309 Southwest Sixth Street, Portland 4.
 PENNSYLVANIA, 21 South 12th Street, Philadelphia 7.
 RHODE ISLAND, Industrial Trust Building, Providence 3.
 SOUTH CAROLINA, 1401 Hampton Street, Columbia 29.
 SOUTH DAKOTA, Federal Building, Sioux Falls.
 TENNESSEE, Maxwell House, Nashville 3.
 TEXAS, 1114 Commerce Street, Dallas.
 UTAH, Federal Building, Salt Lake City 1.
 VERMONT, Hotel Van Ness, Burlington.
 VIRGINIA, 125 North Eighth Street, Richmond 19.
 WASHINGTON, Federal Office Building, Seattle 4.
 WEST VIRGINIA, Federal Building, Charleston 1.
 WISCONSIN, 161 West Wisconsin Avenue, Milwaukee 3.
 WYOMING, Federal Office Building, Cheyenne.

We hope this handbook has provided you with essential information on United States Savings Stamps and Bonds, and shown you how simple it is to have a savings plan in your school. Widespread holding of Government securities is good for individuals, for the community, and the Nation. We wish you every success with your School Savings Program.



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